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NOTES

GINN & CO. have published an edition of *Gibbon's Memoirs*, carefully edited by Oliver Farrar Emerson, which deserves the attention of teachers of English who have some freedom of choice in their texts.

THE Illinois State Teachers' Association has published an attractive pamphlet, "Our Pilgrim Fathers," which contains the addresses delivered by several of the educational pioneers of the state at the Springfield meeting last December.

THE Central High School of Cleveland, O., has developed a very efficient reference library in connection with the class-room work. The experiment has been successful, and details would doubtless be of service to other high-school teachers.

THE October *Atlantic Monthly* contains the "Confessions" of half a dozen superintendents of city school systems. The confessions are anonymous, and, therefore, like all anonymous communications, are to be classed under the head of fiction. But fiction is often the most interesting of reading.

PROFESSOR HANUS, after a year of study and travel in Europe, resumes his duties as head of the department of education in Harvard University this fall. The courses in the department have been notably strengthened. Among the most interesting features is the provision made for students who have had no experience in teaching to teach for practice under direction in the neighboring cities of Newton, Medford, and Brookline. The Pedagogical Seminary, under Professor Hanus' direction, has already done notable work of much more than local importance.

THE remarkable growth in high schools is nowhere better shown than in the State of Missouri. No doubt, under the energetic administration of State Superintendent Kirk, greater progress has been made there than elsewhere in the country. The advance is little short of amazing. Four years ago there were only 8000 students in the high schools of Missouri. Today there are no less than 20,000—an increase of 250 per cent. in four years.

FROM the Passaic (N. J.) high school comes a very good form to be filled out by the pupil, and approved by the parent. Among the questions are the following:

"What studies do you like best? What is your favorite line of reading? Name some books you have read the past year. What studies do you like

least? Are you able to give your whole attention to school work? If not, about how much time, daily, do outside duties require? Condition of health? Of eyes? Have you ever felt overworked? If so, tell under what circumstances, and how you felt."

The course of study is given on the same page with the questions.

THERE are just 100 high schools in Minnesota over which Mr. George B. Aiton, in his capacity of inspector of state high schools, keeps watch and ward. Mr. Aiton publishes a most interesting report for the school year ending July 31, 1898, from which the following figures are taken :

	1894-5	1895-6	1896-7	1897-8
Enrollment of high school students.....	9,402	10,143	11,218	11,377
Number of graduates.....	953	1,026	1,257	1,370
Number of high school instructors.....	288	340	403	424
Number of classes taught daily	1,945	2,236	2,403	2,544

IN the course of study of the Colorado Springs high school is the following note :

"With the beginning of the school year 1892-3 the eighth grade of the grammar schools was incorporated into the high school. In government, privileges, and work the class is an integral part of the high school."

So this high school has extended its course downward, in spite of the fact that some people find a natural law limiting the high school to four years. A good deal of opposition to high schools would never be heard of if the high school had a six years' course and began at the end of the sixth grade.

IN the catalogue of the Howe High School, Grand Rapids, Wis., of which Mr. Guy S. Ford is principal, is the following advice to teachers, advice which applies in other places than Grand Rapids: "Each high-school teacher should be a constant student of the best pedagogical works, and a subscriber for either the *SCHOOL REVIEW* or the *Educational Review*. Fresh from college, do not adopt college methods of teaching and disciplining. Adapt. Be sure you appreciate the importance of attention, order, methods, and detail. Remember the limitations of your pupils' vocabulary and talk (when you are obliged to talk) so that you *must* be understood. Make yourself acquainted with the health and home conditions of your pupil, know what other studies he is carrying, and how much work his other instructors are putting on him. Secure the coöperation of the parents in the plans you have for each boy or girl. Remember that you are dealing with pupils who are crossing the divide of life—from boyhood and girlhood to manhood and womanhood. It is a period fraught with great perils and wonderful possibilities. When by a just firmness you have won their respect, give them such help and sympathy as will lead them to feel that however others may misunderstand them, you still believe in them and will help them."

Sixty-first Report of the State Board of Education, Massachusetts.—From the sixty-first report of the State Board of Education, presented to the legislature January 19, 1898, and covering substantially the school year of 1896-7, the following facts of special interest to our readers have been taken :

The average pay per month of men was \$144.80—a gain of \$8.77; of women, \$52.20—a gain of \$1.90. There are 37 towns and cities that pay more than these averages, and 226 that pay less. There are 59 towns in which the pay of women ranges from only \$20 to \$30 per month.

The number of high schools for 1896-7 was 262—an increase of 4; with 1283 teachers—an increase of 92; and with 36,288 pupils—an increase of 1905. The amount of salaries paid to principals was \$362,511.30, the average being \$1383.63. The high-school enrollment was 8.3 per cent. of the total enrollment. The larger the towns and cities, the smaller, in general, is the high-school enrollment, although the grade of the high school is usually higher. In the ten largest cities the percentage of high-school enrollment is 6.7; in the ten largest towns, 10.6; in the ten largest towns whose population is less than 5000 each, 11.7; in the thirty-five towns of highest enrollment, 20.3. These percentages of high-school enrollment imply percentages of enjoyment respectively as follows: 20, 32, 35, and 61. That is to say, in these four representative groups of towns, 20 per cent., 32 per cent., 35 per cent, and 61 per cent., respectively, of the children in the public schools reach the high school and enjoy more or less of its advantages, the percentage for the state being 25. The popular notion that only 8 per cent. of the children ever reach the high school is unfounded. The number of towns required to maintain high schools is 168; number not required to maintain high schools, though required to furnish free high-school tuition, 185; number maintaining high schools, though not required to do so, 70; number of towns entitled to state reimbursement for tuition paid in the high schools of other towns, 72; number of towns actually reimbursed by the state for high-school tuition payments, 43. The payments by the state for the tuition of 219 pupils from 43 towns in 33 high schools, at an average annual tuition of \$31.72, amounted for 1896-7 to \$6121.72.

Twenty-three cities, with a population of 1,494,906, are required by law to maintain a manual training department as a part of the high-school system. Fourteen cities have complied with the law, two have provisions nearly made for compliance, and seven either have the matter under consideration or have taken no action whatever.

Fifty-three incorporated academies were reported for 1896-7, with 5418 pupils, and 365 private schools, with 63,370 pupils. In 1837, one-sixth of the children of the state were in private schools; in 1867, one-fourteenth; and in 1897, between one-seventh and one-eighth. For three years past the number of pupils in the public schools has been increasing, relatively, faster than the number in private schools.

Certain features of the school movement in Massachusetts were mentioned in the report of a year ago. These still continue to be dominant ones, and are worthy, therefore, of restatement, with one or two added features, as follows :

1. Enrichment of elementary programmes.
2. Consideration of ways and means to reconcile the breadth of an enriched programme with reasonable thoroughness of instruction.
3. A spirit to open the way for the capable child to rise more rapidly through the grades.
4. The consolidation of feeble and scattered rural schools.
5. Growth of the conviction that the schools all need skilled supervision as much as business enterprises that have it.
6. The remarkable development of the high-school system.
7. The trend of the colleges, as in the case of Harvard University, towards recognizing in their admission requirements the general as well as the classical courses of the high schools.
8. Great progress in schoolhouse construction, sanitation, and equipment.
9. An improvement in teachers' salaries, noticeable in the general averages of the state, but not in all cases where improvement is needed.
10. An increasing earnestness of demand for scholarship, professional training, and heart in the teacher.
11. The surprising public endorsement of the seemingly antagonistic policies of increasing the number of normal schools, and, at the same time, of seriously raising their standard of admission.
12. A growing interest in school matters on the part of boards of trades, citizens' associations, women's clubs, and non-professional educational societies.
13. Growth of the feeling that the principle of individualism or localism in school management should not be permitted to exhibit itself anywhere in depriving children of good schooling, and the state of that better citizenship to which good schooling leads.

The key to the school situation is the well-trained and competent teacher. The school rises or falls with the teacher. Hence the necessity for normal schools, superintendents of schools, standards of qualification, and all educational helps to insure the preparation, the selection and the continued inspiration of the teacher. Hence the necessity for good schoolhouses, good sanitation, good text-books, good school appliances and good conditions, in general, to reinforce the teacher. Hence the need of local enterprise, with state coöperation where needed, to raise the money necessary to give the humblest school good teaching, and some of the advantages, at least, of schools now more highly favored.